

Social Competence of Children and Adolescents : Its
Relationship to Personality and Family Social Environment

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Running Head : Social Competence

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Abstract

The relations among family social environment, personality and social competence were investigated. The sample included 572 grade 4 to grade 10 Chinese students in Hong kong. It was found that social competence in nonconflict situations was correlated with various aspects of family social environment while social competence in conflict situations was correlated with expressiveness and control in the family. Redundancy analyses, hierarchical multiple regressions and path analyses showed that personality was a mediated variable between family social environment and social competence. Path analyses also revealed that extraversion mediated the effect of active-recreational orientation in family on social competence in conflict and nonconflict situations while self-esteem mediated the effects of cohesion, conflict and organization on peers's rating of popularity, social competence in both conflict and nonconflict situations.

Social Competence of Children and Adolescents : Its Relationship to Personality and Family Social Environment

Psychologists and mental health professionals have long been interested in social competence of children and its relation to psychological and social adjustment. Research in peer interaction of children has shown that social competence is an important factor for popularity in a peer group (Asher, 1983). Early problems in social relation are associated with later behavioral and mental problems. For example, children who are isolated from other peers have higher delinquency rate in adolescence than those who get along with peers in childhood. Poor peer relation in middle childhood is predictive of adult neurotic and psychotic disturbance. In addition, early peer relation is associated with bad conduct, dropping out of school as well as suicide (for review, see Asher & Hymel, 1981; Hartup, 1983).

Early studies in social competence of children focused on identification and training of "at risk" individuals. In recent years, researchers began to investigate antecedents and correlates of social competence. Studies in this area usually emphasize the impact of family interaction, especially mother-child relationship. There are at least two reasons for expecting family interaction as one of the antecedents of social competence. First of all, current research and theories indicate that family is an origin for children developing many of their

social behavior (Maccoby & Martin, 1983). Second, differences in social competence are apparent in children as early as in preschool and kindergarten years (Putallaz, 1983; Rubin & Daniels-Beirness, 1983). Besides inborn temperament, early family experience is a plausible explanation for this early differentiation. However, our knowledge of how family interaction relates to children's social competence is still very limited. The purpose of this study is to investigate what aspects of the family and how they influence children's social competence.

Definition and Measures of Children's Social Competence

Social competence has many definitions. For example, it is defined as "behavior that reflects successful social functioning" (Howes, 1987, p.253), "effective participation of the person in the activities of his or her society" (Wrubel, Benult & Lazarus, 1981, p.62), "possession of and ability to use appropriate social skills" (Sarason, 1981, p.100). Although researchers define social competence in slightly different ways, it is obvious that there is a high agreement on what social competence is. In this study, I prefer to define social competence as behavior reflecting effective social interaction, rather than possession of some social skills. The reason is that incompetent social performance sometimes might not be due to lack of skills, but for inadequacy of self-confidence (Argyle, 1981). To define social competence only as possession and using of social skills will

miss some important motivational aspects of this construct.

Most of the previous studies used sociometric preference, peers' rating or teachers' rating of popularity as operational definition of social competence (for example, Gottman, Gonso & Ramussen, 1975; Parke, MacDonald, Beitel, & Bhaynagri, in press; Pettit, Dodge, & Brown, 1988, Ramsey, 1988). When using sociometric preference, each child was asked to nominate several classmates whom they most liked to play with. Score of social competence was the frequency of being nominated. When peers' or teachers' rating was used, each classmate or teacher was asked to judge how popular each child was in the class. This kind of measures, either sociometric preference or teachers'/peers' rating, which use the outcome of social competence to define it, have some defects. First of all, likability of a person is related to many non-behavioral characteristics such as sex, physical attractiveness and even the name of the person (Asher & Hymel, 1981; Hartup, 1983). Furthermore, social competence is multifaceted. Relying on this kind of global unidimensional measures is too rough. Researchers have just begun to examine different aspects of social competence. Wheeler and Ladd (1983), based on the result of a factor analysis, found two dimensions of social competence in children (social competence in conflict situations and nonconflict situations). Buhrmester, Furman, Wittenberg & Reis (1988), using college students as subjects, suggested and showed that social competence could be divided into five domains: initiation, negative assertion, disclosure,

emotional support and conflict management. Examination in the content of each domain in these two models reveals that social competence in conflict situations has some similarity with negative assertion and conflict management, while social competence in nonconflict situations and initiation have something in common with one another. Disclosure and emotional support involve more complicated interactions between persons and require higher cognitive ability (e.g., helping a person to work through his thought and feelings about a major life decision). In this study, as subjects are less socially mature (from grade 4 to grade 10), Wheeler and Ladd's model will be employed.

Relationship Between Family Social Environment and Social Competence

Studies which examined the relationship between family and social competence traditionally followed two lines. The first line of studies investigated how early parent-child attachment pattern was associated with child's social competence (Arend, Gove & Sroufe, 1979; Easterbrooks & Lamb, 1979; Lieberman, 1977; Matas, Arend & Sroufe, 1978; Pastor, 1981; Waters, Wippman & Sroufe, 1979). Children in toddler years were observed in the Ainsworth stranger situation (Ainsworth, Blahar, Waters & Wall, 1979) to assess their attachment pattern with mothers. It was found that children who had established secure attachment with mothers were more likely to be socially competent than insecurely attached children. Another line of research focused on the

relation of parental attitude and practice to children's social competence (Howes & Stewart, 1987; MacDonald & Parke, 1984; Pettit, Dodge & Brown, 1988; Putallaz, 1987; Winder & Rau, 1962). It was found that a warm, affective, and supportive relationship between parents and children was consistently associated with social competence of children. Hartup (1979) suggests that parent-child interaction may provide emotional bases for exploration of the child-child social system which orient the child to build a satisfactory relation with peers.

Researchers have begun to notice other plausible impacts of the family on children's social competence. For example, parents may or may not provide their children with opportunities for peer interaction. This control of exposure to peers was related to children's social competence (Harper & Huie, 1985; Roopnarine, 1985). In the present study, the social environment of the family, instead of just the parent-child attachment or practice, was assessed and its relationship to children's social competence was investigated. Hartup (1979) criticizes traditional theories of personality and social development that they only emphasize parental characteristics while other aspects of the family are missed. The whole family is a social system which is interdependent with the peer system of the child. In this study, it is hypothesized that the social environment of the family is related to children's social competence.

Moos & Moos (1986) provide a broad and systematic way to conceptualize the social environment of the family. In their

model, family social environment can be divided into ten subscales under three dimensions: the relationship dimension, the personal growth dimension and the system maintenance dimension. The relationship dimension measures cohesion, expressiveness of emotion and conflict among family members. The personal growth dimension assesses that whether the family encourages independence, achievement, participation in intellectual, cultural, social and recreational activities, and emphasizes morality and religion. The system maintenance refers to the organization and control of the activities of the family. Studies have indicated that family social environment is related to various aspects of children's personality and social development. For instance, Cheung & Lau (1985) found that self-esteem of high school students in Hong Kong was correlated to all these three dimensions of family social environment. Similarly, Ma & Leung (1988) also found that altruistic orientation of primary school children was related to all these three dimensions. Dancy & Handal (1984) used American black adolescents to examine family social environment and satisfaction with peer relationships. They classified respondents into three groups by the level of conflict in the family: the high-, medium- and low-conflict groups. It was found that low-and medium-conflict groups were significantly more satisfied with their social life than the high-conflict group. Based on the results of this research and other studies on family relationship and children's social competence which are described above, it is

expected that subscales under the relationship dimension of the family are correlated with children's social competence. The more cohesive, communicative and less conflictual the family relationship, the more socially competent the child will be. Theoretical basis for this relationship will be provided later. In addition, children who have more participation in social activities will also have more opportunities to develop social skills and an outgoing, extravert personality. As a result, the active-recreational orientation of the family may also have positive correlations with social competence.

Explaining the Relationship between Family and Social Competence

The family influences children's peer relationships in a variety of ways. Parke, MacDonald, Beitel & Bhavnagri (in press) distinguish two forms of family influences on children's social competence. First, parents can have an indirect impact on children's social competence as a result of the harmonious relationship with their children. The social skills developed in family can be generalized to later peer interactions. This is called indirect influence because the primary goal of parents is not focused on the child's competence in peer relations. On the other hand, parents can play a more direct role in facilitating peer interactions of their children. Parents may directly assist the children to initiate play, maintain the interaction, and help children to resolve conflicts. This is called the direct influence of family on children's social competence. These paths

of influence are supported by empirical investigations (Parke, MacDonald, Beitel & Bhavnagri, in press; Pettit, Dodge & Brown, 1988). Studies searching for other explanations are very few. There is a need to examine other paths of family influence on children's social competence.

Personality is related to social competence. Friends and new acquaintance ratings showed that extaversion had positive correlation with initiation and assertion of displeasure with others (Buhrmester, Furman, Wittenberg & Reis, 1988). Neuroticism rated by the teacher was associated with absence of talking and gaze aversion (Wilson, 1981). Brown & Lohr (1987) showed that adolescents who had higher peer-rated crowd status also had higher self-esteem. Confidence had positive correlations with initiation and assertion of displeasure with others (Buhrmester, Furman, Witterberg & Reis, 1988).

Some studies indicated that some family characteristics were related to children's personality. For instance, Rohner (1975, 1984, 1986) found that children who had cold, hostile and indifferent parents were more aggressive, emotional unresponsive and unstable. They also had lower self-esteem. Sines (1984) found that depressed mood was related to cohesion (one measure of family relationship dimension) in females and independence (one measure of family personal growth dimension) in males. Forman & Forman (1981) found that relaxed-tense in the High School Personality Questionnaire (HSPQ, Cattell & Cattell, 1964) was a signifant predictor of cohesion, expressiveness (measures of

family relationship), independence and intellectual-cultural orientation (measures of family personal growth dimension) when all scales in HSPQ were entered in the regression. Cheung & Lau (1985), divided Hong Kong high school students into high and low groups of self-esteem, found that the two groups of subjects had significant differences in nine of the ten subscales of Moo & Moo's Family Environment Scale (1986).

As family, personality and social competence are interrelated, it is interesting to investigate their pattern of relationship. There is no prior study examining the pattern of linkages among these three variables. Based on past studies of relationship between family interaction and personality, and studies of relationship between personality and social competence, which are cited above, it is hypothesized that, in general, personality mediates the influence of family social environment on social competence. More specifically, there is a path from family relationship to self-esteem and then to social competence. Children who have more cohesive, expressive and less conflictual family relationship will have higher self-esteem and are more socially competent. Another path will be from active-recreational orientation to extraversion to social competence. Family which are interested in social and recreational activities will have children who are more extraverted and socially competent.

Method

Subjects

Subjects were recruited from two primary and two secondary schools in Hong Kong. All of these four schools were coeducational and subsidized by government like most of the grade schools in Hong Kong. Two of them were in urban area and the other two were in suburban area. There were 156 grade 4 students (66 males and 90 females, mean age 9.35 years), 145 grade 6 students (77 males and 68 females, mean age 11.35 years), 133 grade 8 students (67 males and 66 females, mean age 13.53 years), and 138 grade 10 students (63 males and 75 females, mean age 15.54 years). Totally there were 572 subjects, 273 of whom were males and 299 of whom were females. The average age of the total sample was 12.33 years, with a standard deviation of 2.43 years.

Instruments

Four questionnaires were used here. To measure the family social environment, Family Environment Scale (Moos & Moos, 1936) was employed. Eysenck Personality Questionnaire (Junior Form; Eysenck and Eysenck, 1975) and Coopersmith Self-Esteem Inventory (Short Form; Coopersmith, 1967) were used to assess personality. For a measure of social competence, Children's Self-Efficacy for Peer Interaction Scale (Wheeler & Ladd, 1982) was used.

Children's Self-Efficacy for Peer Interaction Scale (CSPI).

This questionnaire was used to assess children's perception of their social competence. There were 22 items. Each consists

of a statement describing a social situation (e.g., "some kids are teasing your friend"), followed by an incomplete sentence requiring the respondent to evaluate his/her ability to take an action ("telling them to stop is _____ for you"). Four choices of response are given : (1) very hard, (2) hard, (3) easy and (4) very easy. (In the original , the four choices are HARD!, hard, easy and EASY!. It was changed here because in Chinese language there are no capital letters.) CSPI includes two scales. The first scale is social competence in conflict situations (SC), for example, " a kid cuts in front of you in line". The other scale is social competence in nonconflict situations (SNC), for example, "some kids want to play a game ". In conflict situations, the goal of the respondent is in direct opposition to the goal of the peer(s), while in nonconflict situations, there is no contradiction of goal between the respondent and the peer(s) involved.

CSPI was translated into Chinese by the author in this study. The Chinese version was back translated by a student in the Chinese University of Hong Kong who did not know anything about the study. This back translation procedure showed that the Chinese version of CSPI is equivalent to the English version.

To validate CSPI, peers' ratings of popularity were collected from a subsample of 192 subjects. Two classes of students were selected from grade 6, grade 8 and grade 10. Each student was asked to rate the popularity of all other students in the class by using a 4-point-scale (1 : very

unpopular, 2 : unpopular, 3 : popular and 4 : very popular).

These ratings of popularity were made anonymously.

Family Environment Scale (FES). FES was used to measure children's perception of social environmental characteristics of their family. It consists of 90 yes-no-type questions. There are ten subscales in this questionnaire : cohesion, expressiveness, conflict (these are under the relationship dimension); independence, achievement orientation, intellectual-cultural orientation, active-recreational orientation, moral-religious emphasis (these are under the personal growth dimension), organization and control (these are under the system maintenance dimension). The Chinese version of FES which was translated for Hong Kong Chinese students by Cheung & Lau (1985) was used in the present study.

Eysenck Personality Questionnaire, Junior Form (JEPQ). JEPQ includes 81 yes-no type questions under four scales : psychoticism (P), extraversion (E), neuroticism (N), and lie scale (L). The Chinese version translated and adapted by Eysenck & Chan (1982) was used in the present study.

Coopersmith Self-Esteem Inventory, Short Form (SE). This inventory includes 25 self-statements. Respondents were requested to determine whether each statement was suitable or not suitable for describing themselves. There was no subscales in this inventory. The Chinese version translated by Cheung & Lau (1985) was used here.

Procedure

FES, JEPQ, SE and CSPI were all group-administered in subjects' normal class in one session. For grade 4 and grade 6, each item was read aloud by an experimenter which was either the author or an undergraduate psychology major in the Chinese University of Hong Kong. Subjects were requested to listen carefully for the item before he/she answered it. For grade 3 and grade 10, subjects were asked to fill out the questionnaires by themselves. 4th- and 6th-graders usually spent 60 minutes to finish all the questions while 8th- and 10th-graders usually needed 40 minutes to do so. Classes who were selected for peers' rating of popularity took an additional session of 20 minutes about 2 weeks later.

Results

All the following statistical analyses had been done for each grade separately. As the results were similar among each grade, all the subjects were pooled together. Results of the whole sample were compared with results of each grade and few differences were found. Only the results of the whole sample would be reported here.

Validity and Internal Structure of CSPI

As CSPI was the first time to be translated and used in Hong Kong, its internal structure and validity were tested and necessary amendments were made. Factor analysis with principal components method was done. A scree plot test showed that CSPI actually included two factors which could totally account for 30 percent of the variance. Although the amount of variance accounted for was lower than that of the English version (53 percents for one sample and 47 percents for another sample, see Wheeler & Ladd, 1982), 30 percents of variance was at an acceptable level.

The two-factor solution was rotated with the oblique method. There were 11 items which had loading equal to or greater than .30 in the first factor (SNC) and 10 items which had loading equal to or greater than .30 in the second factor (SC). (see Table 1) No double loading was found when .30 was used as the cutting point for salient items.

Insert Table 1 about here

The rotated factor pattern found here had a high agreement with the one found with English version. There were only two differences between the two factor patterns. Item 2, "some kids are arguing about how to play a game. Telling them the rules is _____ for you", did not have a factor loading equal to or greater than .30 in any factor (.24 in SC and .20 in SNC). In this item, there was some conflict among a group of people. However, whether the interest of the respondent was involved was unclear. This item was discarded as it had low factor loadings in both factors. Item 20, originally in conflict situations, was now loaded in nonconflict situations. This item described a situation that a group of persons wanted to play a game that the respondent did not like to play. The respondent was asked to judge that asking other persons to play a game he/she liked was easy or difficult for him/her. Here, whether the game the respondent suggested was liked or disliked by other persons is not clear. Subjects might interpret this item as suggesting a game which was liked by themselves as well as by other participants. In this case, instead of fighting for self-interest, it is actually a resolution of potential conflict. Item 20 was therefore put in the scale of nonconflict situations as its factor loading in SNC was higher than .30 while its loading in SC was lower than .30.

Internal reliabilities of SC and SNC were computed. Cronbach

alphas for SC and SNC were .72 and .77, respectively. These high coefficients of reliability showed that the two scales of social competence were internally consistent.

Scores of SC and SNC were correlated to peers' rating of popularity. It was found that peers' rating of popularity had correlations of .31 ($p < .001$) and .17 ($p < .01$) with social competence in nonconflict and conflict situations. These correlations were as high as those found in the United States (Wheeler & Ladd, 1982). In the American study, subjects were asked to nominate five classmates he/she most liked to play with during free time. Correlations between this peers' nomination and score of SNC was .22 in one sample and .25 in another sample. SC had correlations with peers' nomination of .10 in one sample and .13 in another. In summary, from the results of factor analysis, reliability and correlation with peers' rating of popularity, it was concluded that CSPI was valid and reliable for measuring children and adolescents perceived social competence in the present study.

Internal Consistencies of Other Measures

Validity and reliability of the English versions of FES, JEPQ and SE had been shown in previous studies (see Coopersmith, 1967; Eysenck & Eysenck, 1975; Moos & Moos, 1986). Internal consistency of the Chinese version of these measures were tested in this study. Cronbach alphas for psychoticism, extraversion, neuroticism, lie scale and self-esteem were in the range from .68

to .83 (Table 2). Internal consistencies of subscales in FES were not high. After deletion of some items which had low corrected item total correlations, Cronbach alphas for most FES subscales ranged from .53 to .79 except three subscales : Expressiveness (Cronbach alpha = .32), Independence (Cronbach alpha = .29) and Achievement (Cronbach alpha = .41). This pattern of internal consistencies was not due to sample characteristics. Cronbach alphas for Expressiveness, independence and Achievement found here were similar to the findings of Cheung (1982) and Ma & Leung (1988). Even though the internal consistencies for these three subscales were low, they were retained in later analyses because these measures were predictive of self-esteem (Cheung & Lau, 1985) and altruistic orientation (Ma & Leung, 1988). Besides, deletion of these three measures might miss some important aspects of family social environment. In addition, low internal consistency for subscale in a test is not uncommon even in popular psychological tests. For instance, Cronbach alpha for Femininity/Masculinity scale of California Psychological Inventory is .39 (Gough, 1988). Another example is the Defining Issues Test (Rest, 1979). Cronbach alpha for the Stage 5B of this famous test of moral reasoning is only .28. However, it should be noted that interpretation of results about these three FES subscales which have fairly low reliability should be extremely careful. The analyses reported later in this article were redone using only 7 subscales of the FES (i.e., Expressiveness, Independence and Achievement deleted) and the results were

reported in Appendix B to D. Few differences were found between the results using 10 or 7 subscales of FES.

Insert Table 2 about here

Interdomain Correlations

Family social environment and personality. Correlations between measures of family social environment and personality were computed and presented in Table 3. In general, cohesion, conflict, intellectual-cultural orientation, active-recreational orientation and organization were correlated with almost all the measures of personality. Multiple correlations for each measure of personality with all FES subscales were computed. It was found that lie scale and self-esteem had the highest multiple correlation with FES ($R=.58$ for both of them, $p<.001$). Multiple correlations for psychoticism, extraversion and neuroticism were from .37 to .40 (all $ps <.001$).

Insert Table 3 about here

Family social environment and social competence. Social competence in nonconflict situations had significant correlations with eight of the ten subscales of FES. The multiple correlation between SNC and all subscales of FES was .34 ($p<.001$). Social competence in conflict situations was correlated with expressiveness ($r=.12$, $p<.01$) and control ($r=-.12$, $p<.01$). The

multiple correlation between SC and all subscales of FES was .20 which was not significant.

Personality and social competence. Social competence in nonconflict situations had weak correlations with psychoticism and neuroticism ($r = -.10$, $p < .01$ and $r = .19$, $p < .001$ respectively). It had positive correlation with extraversion ($r = .35$, $p < .001$), lie scale ($r = .10$, $p < .01$) and self-esteem ($r = .35$, $p < .001$). Social competence in conflict situation was correlated negatively with lie scale ($r = -.12$, $p < .01$), and positively with extraversion ($r = .14$, $p < .001$) and with self-esteem ($r = .17$, $p < .001$). Multiple correlations for SC and SNC with measures of personality were significant (multiple $R = .28$ for SC and $.45$ for SNC, $ps < .001$).

Sex and age differences in family social environment, personality and social competence. Pearson correlations between sex, age and measures of family social environment, personality and social competence were shown in table 4. For coding of sex, male was coded as 1 while female was coded as 2. It was found that sex had low positive correlations with cohesion and intellectual-cultural orientation and low negative correlation with conflict. Female students scored higher in neuroticism, lie scale and lower in psychoticism than male students. Sex was not correlated with any measure of social competence.

Insert Table 4 about here

Correlations between age and subscales of family social environment were all significant. The highest correlation was that with organization ($r = -.31$, $p < .001$) and the lowest one with expressiveness ($r = .10$, $p < .01$). Age had negative correlations with extraversion ($r = -.18$, $p < .001$) and lie scale ($r = -.47$, $p < .001$). There was a weak correlation between age and social competence in conflict situations ($r = .10$, $p < .01$).

Interdomain correlations among measures of family social environment, personality and social competence with sex and age partialled out. As sex and age were correlated to some measures of family social environment, personality and social competence, intercorrelations among them were recomputed with sex and age partialled out. The results were shown in Table 5. Compared with the simple Pearson correlations in Table 3, it was found that the correlation coefficients only had small changes after partialling out sex and grade. The greatest differences appeared between the lie scale and four subscales of family social environment (conflict, independence, intellectual-cultural orientation and control) and the changes were .11. For other correlations, the changes seldom exceeded .05. As the differences were small, all the following statistical analyses were based on the simple correlations rather than the partial correlations.

Insert Table 5 about here

Canonical correlations among family social environment, personality and social competence. To get a general impression of the relations among family social environment, personality and social competence, canonical correlations were computed for each pair of these three variables. It was found that personality had high correlations with family social environment and social competence ($R_c = .62$ and $.44$ respectively, $p < .001$). The correlation between family social environment and social competence was moderate ($R_c = .29$, $p < .001$).

Testing Paths of Relationship

Redundancy analyses. Canonical correlations showed that family social environment, personality and social competence were interrelated. The next step was to examine how they were associated. A series of redundancy analyses were done to test the interrelationship among the three set of variables (Cohen & Cohen, 1975). If a set of causes C has a set of effects E , C should be able to account for an amount of variance of E . If C has an influence on E mainly through a set of mediating variables M , then when the variance of M was partialled out, variance of E accounted for by C should drop by a great amount. In the present study, three redundancy analyses were done for each set of criteria. The two sets of predictors were used to predict the whole set of criteria both separately (step 1 and step 2) and together (step 3). The difference between step 1 and 3 was the amount of variance of the criteria accounted for by predictors

set 2 when the variance of predictors set 1 was partialled out. If this difference was much smaller than the variance of criteria accounted for in step 2, then we could conclude that effects of the second predictors set on the criteria was mediated by the first predictors set. Using this procedure of hierarchical redundancy analysis could help us to explore the pattern of interrelationship among family social environment, personality and social competence.

As there were three sets of variables, there should be six paths to be tested. However, it was found that social competence could account for only 3 percent of variance in family social environment and 3 percent of variance in personality (see Table 6). Using it as a predictor was not meaningful. Therefore, only the path family social environment→personality→social competence and the path personality→family social environment→social competence were tested. Results were shown in Table 6. Family social environment could account for 8 percent of variance in social competence. When personality was added, 7 percent of variance was added and the total amount of variance in social competence accounted for was 16 percent. Personality alone could account for 14 percent of variance in social competence. When the variance of family social environment was partialled out , 6 percent was lost (14 percent minus 8 percent). This drop was less than a half of the variance of social competence accounted for by personality originally. Therefore, the path personality→family social environment→

social competence was not supported. On the other hand, adding family social environment to personality could make an increase of 2 percent of variance in social competence accounted for. Compare these 2 percent with the 8 percent which was originally accounted for by family social environment alone, it was found that three fourth of the variance of social competence accounted for by family social environment was lost. It was concluded that the path from family social environment to personality to social competence was supported.

Insert Table 6 about here

Hierarchical multiple regression. As there were two measures of social competence, it was interesting to test that whether personality mediated the influence of family social environment on both measures of social competence. Hierarchical multiple regressions showed that personality and family social environment could account for 10 percent of variance in SC. Measures of family social environment could account for 4 percent of variance in SC (n.s.) when they were entered first. When measures of personality were entered first, family social environment could account for only 2 percent of variance in SC (n.s.). For SNC, measures of family social environment could account for 11 percent of variance ($p < .001$). If personality entered first, family social environment could account for only 2 percent of variance (n.s.). In addition, 9 percent of variance in peers'

rating of popularity was accounted for by family social environment ($p < .01$). When personality entered first, the variance in popularity accounted for by family social environment reduced to 4 percent (n.s.). (see Table 7).

Insert Table 7 about here

Path analysis. Path analyses were done with measures of family social environment and personality to predict peers' rating of popularity, social competence in conflict and nonconflict situations. The purpose of these path analyses was to see which measures of family social environment and personality had significant path to social competence. If personality mediated the influence of family social environment on social competence, no significant path from family social environment to social competence should be existed. Regression techniques were used here for path analyses (for description of procedures, see Li, 1975, Chapter 5). For social competence in conflict situations, self-esteem was significant at .001 level and extraversion was significant at .01 level. For social competence in nonconflict situations, both self-esteem and extraversion were significant at .001 level. For peers' rating of popularity, both self-esteem and psychoticism were significant at .001 level. In SC, SNC and popularity, no measure of family social environment was significant.

Insert Table 8 about here

Finding the Details of the Path from Family Social Environment to Personality to Social Competence

A series of path analyses using regression techniques was used to test the details of the path from family social environment to personality to social competence . In an initial steps, all the five measures of personality were used to predict the two scales of social competence and all the ten scales of FES were used to predict each measure of personality. This procedure would produce a very complicated path diagram which was difficult to read. To simplify this path model, for each criterion, only those predictors which had path coefficients significant at .01 level were retained. A set of path analyses were redone with a smaller set of variables and the results were presented in Figure 1.

Insert Figure 1 about here

From the path diagram, we could see that the path model for social competence in conflict and nonconflict situations were the same. There were a path from active-recreational orientation to extraversion to social competence and a path from cohesion, conflict and organization to self-esteem to social competence

(Figure 1). For peers' rating of popularity, the path of self-esteem was also significant. There was another path from psychoticism to popularity .

Discussion

The present study demonstrated a linkage among family social environment, personality and social competence. Most previous investigations of children's social competence focused on the influence of parent-child relations (usually mother-child). A broader range of family characteristics were examined in the present study. Personality was found to mediate the influence of family social environment on social competence. A new set of causal paths from family social environment to personality to social competence was conceptualized and tested. Support for these paths was also gained.

Results of redundancy analyses, hierarchical multiple regressions and path analyses all showed that personality mediated the effect of family social environment on peers' rating of popularity, social competence in conflict and nonconflict situations. This is a new mechanism to explain the relationship between family interaction and social competence. Social skill learned in parent-child interactions was used to explain this relationship in most previous studies. Results of this study suggest another causal path. Family can enhance the child's social competence by helping him/her to develop an extraverted and self-confident personality. This finding increases our understanding on how family social relationship is related to the child's peer interaction. It supports Hartup's (1979) suggestion that the family social system and peer system are related. Future studies should continue to search for other mediating

variables between family interaction and peer's social relation. In addition, relationship among these mediating variables should also be investigated. For example, how does social skill relate to personality ? The aim of these further studies is to sum up all the findings in order to build up a more comprehensive model of social competence.

Path analyses found that there was a path from active-recreational orientation to extraversion and then to social competence in conflict and nonconflict situations (see Figure 1). This path provided a new explanation for the relationship between participation in social activities and social competence. Besides learning social skills, participation in social activities could also develop an outgoing personality which was found to be associated with social competence in Buhrmester et al (1988) and the present study. Extraversion might have some correlation with social skills. Further studies should measure both extraversion and social skills to evaluate their mediating effects as well as their interrelationship. Anyway, the present study provided a new mechanism for explaining the association between social participation and social competence and made a contribution towards the construction of a more comprehensive model of social competence.

Self-esteem was predictive of peers' rating of popularity, social competence both in conflict and nonconflict situations. There were paths from cohesion and conflict to self-esteem and then to all three measures of social competence. This finding was

new to the literature of social competence. It suggested that besides developing social skills (Parke et al, in press) and providing emotional bases (Hartup, 1979), family interaction could also be related to social competence by increasing the self-esteem of the child.

Path models found here might be challenged for their replicability. Path models for social competence in conflict and nonconflict situations are the same and they are similar to the path model of peers' rating of popularity. Relationships between extraversion and social competence, self-esteem and social competence were proved in past studies (Brown & Lohr, 1987; Buhrmester et al., 1988). In addition, Cheung & Lau (1985) found that cohesion, conflict and organization had the highest beta coefficients when all the ten scales of Family Environment Scale were used to predict self-esteem. The path model for social competence found here is thus reliable.

There were some limitations in this study. First of all, only self-report questionnaires were employed to assess family social environment and personality. Studies using observational methods and behavioral measures were needed to confirm the results found here. Meanwhile, results found here were trustworthy as validity of all the measures had been shown in previous research (see Coopersmith, 1967; Eysenck & Eysenck, 1975; Moos & Moos, 1986).

Another limitation concerned the question of causality. The path model from family social environment to personality to

social competence found here was based on an assumption of 3-step-model ($A \rightarrow B \rightarrow C$). However, the true relationships among them could be 2-step or even 1 step. Personality could be only a common cause or a common effect of family social environment and social competence while the latter two variables shared some variance (2-step model). It was also possible that there was an underlying common cause of these three variables (1-step model). However, the family social environment \rightarrow personality \rightarrow social competence path seemed to be logical and insightful. More dynamic studies such as longitudinal investigations were needed to test the path found here.

To sum up, the present study showed that various aspects of family social environment were associated with social competence. Extraversion and self-esteem were found to be two mediating variables of the effect of family social environment on social competence. Results were consistent to previous research and some new findings were found. This study contributed to the construction of a more comprehensive model of the development of social competence.

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Table 1
Factor pattern of CSPI

CSPI item	Factor loading	
	Conflict	Nonconflict
Conflict		
2 (discarded)	.24	.20
3	.64	-.03
5	.60	.01
7	.59	-.12
8	.45	.11
9	.65	-.02
12	.43	.17
14	.32	.20
16	.38	.27
18	.70	-.10
22	.67	-.04

Table 1 (Continued)

CSPI item	Factor loading	
	Conflict	Nonconflict
Nonconflict		
1	-.06	.51
4	-.09	.60
6	-.01	.41
10	.05	.54
11	.07	.51
13	-.05	.59
15	.11	.38
17	.10	.55
19	.14	.42
20	.24	.36
21	-.14	.58

Table 2

Internal consistencies of measures of family social environment and personality

Scales	No. of items	Cronbach alpha	No. of items after deletion	Cronbach alpha after deletion
Family environment Scales				
Cohesion	9	.79	-	-
Expressiveness	9	.18	7	.32
Conflict	9	.68	-	-
Independence	9	.23	7	.29
Achievement	9	.26	7	.41
Intellectual-cultural orientation	9	.57	-	-
Active-recreational orientation	9	.54	8	.59
Moral-religious emphasis	9	.41	7	.53
Organization	9	.52	8	.60
Control	9	.45	7	.54
Personality				
Psychoticism	20	.71	-	-
Extraversion	19	.68	-	-
Neuroticism	19	.83	-	-
Lie scale	20	.80	-	-
Self-esteem	25	.77	-	-

Table 3

Intercorrelations among measures of family social environment, personality and social competence

	Personality					Social competence	
	F	E	N	L	SE	SC	SNC
Social competence							
SC	08	14**	-.08	-.12*	17**	-	-
SNC	-.10*	35**	-.19**	10*	35**	46**	-
Family Social Environment							
Cohesion	-.26**	23**	-.34**	44**	50**	02	24**
Expressiveness	02	10*	-.04	05	18**	12*	13*
Conflict	32**	-.12*	36**	-.37**	-.42**	05	-.14**
Independence	05	05	01	-.13*	05	09	13*
Achievement orientation	-.03	08	02	19**	00	-.04	-.03
Intellectual-cultural orientation	-.06	25**	-.14**	28**	23**	02	17**
Active-recreational orientation	01	35**	-.16**	23**	27**	06	23**
Moral-religious emphasis	-.09	14**	-.09	25**	17**	01	08
Organization	-.28**	16**	-.26**	49**	37**	-.08	14**
Control	-.01	03	-.04	27**	-.04	-.12**	-.10*

Note. Decimal points were omitted. P = psychoticism; E = extraversion; N = neuroticism; L = lie scale; SE = self-esteem; SC = conflict situations; SNC = nonconflict situations.

* $p < .01$. ** $p < .001$.

Table 4

Correlations between demographic variables and measures of family social environment, personality and social competence

	Sex	Age
Social Competence		
SC	-.08	.11*
SNC	.07	.07
Personality		
Psychoticism	-.32**	.07
Extraversion	-.05	-.18**
Neuroticism	.10*	.08
Lie scale	.25**	-.47**
Self-esteem	.07	-.07
Family social environment		
Cohesion	.13*	-.23**
Expressiveness	.09	.10*
Conflict	-.12*	.29**
Independence	.00	.24**
Achievement orientation	.01	-.20**
Intellectual-cultural orientation	.12*	-.22**
Active-recreational orientation	.08	-.16**
Moral-religious emphasis	.08	-.19**
Organization	.06	-.31**
Control	-.02	-.29**

Note. Male was coded as 1 and female was coded as 2.

* $p < .01$. ** $p < .001$.

Table 5

Intercorrelations among measures of family social environment, personality and social competence partialling out sex and age

	Personality						Social Competence	
	P	E	N	L	SE	SE	SC	SNC
Social competence								
SC	05	16**	-.08	-.07	13**		-	-
SNC	-.09	37**	-.20**	12*	35**		46**	-
Family social environment								
Cohesion	-.23**	18**	-.34**	37**	50**		05	25**
Expressiveness	05	12*	-.05	09	19**		12*	12*
Conflict	30**	-.07	37**	-.26**	-.41**		01	-.15**
Independence	05	11*	-.01	-.02	08		06	13*
Achievement orientation	-.03	05	04	12*	-.01		-.02	-.02
Intellectual-cultural orientation	-.01	22**	-.14**	17**	21**		06	18**
Active-recreational orientation	04	33**	-.16**	17*	27**		08	24**
Moral-religious emphasis	-.06	12*	-.03	16**	17**		04	10*
Organization	-.25**	13*	-.25**	41**	36**		04	17**
Control	-.00	-.03	01	16**	-.07		-.10*	-.18**

Note. Decimal points were omitted. P = psychoticism; E = extraversion; N = neuroticism; L = lie scale; SE = self-esteem; SC = conflict situations; SNC = nonconflict situations.

*p<.01. **p<.001.

Table 6

Redundancy analyses testing the pattern of interrelationship among family social environment, personality and social competence

Criterion	Predictor(s)	Redundancy
SO	FES	.08
SO	PER	.14
SO	FES+PER	.16
FES	PER	.16
FES	SO	.03
FES	PER+SO	.16
PER	FES	.22
PER	SO	.03
PER	FES+SO	.23

Note. FES = family social environment; PER = personality; SO = social competence.

Table 7

Summary of hierarchical multiple regression predicting peers' rating of popularity, social competence in conflict and nonconflict situations from measures of family social environment and personality

Criterion	Predictors entered	R ² change
SC	PERs	.08*
	FESs	.02
SC	FESs	.04
	PERs	.06**
SNC	PERs	.20**
	FESs	.02
SNC	FESs	.11**
	PERs	.11**
POP	PERs	.15**
	FESs	.04
POP	FESs	.09*
	PERs	.10*

Note. FESs = measures of family social environment; PERs = measures of personality; SC = social competence in conflict situations; SNC= social competence in nonconflict situations; POP = peers' rating of popularity.

* $p < .01$ ** $p < .001$

Table 8

Path coefficients of measures of family social environment and personality in the regressions of peers' rating of popularity, social competence in conflict situations and nonconflict situations

Predictors	Path Coefficient			
	SC	SNC	SNC	POP
Family Social Environment				
Cohesion	.02		.07	.17
Expressiveness	.06		.00	-.09
Conflict	.09		.06	.12
Independence	.04		.08	-.01
Achievement	.02		.05	.01
Intellectual-cultural orientation	.06		.06	.16
Active-recreational orientation	.02	.03	.03	-.02
Moral-religious emphasis	.02		.01	.07
Organization	-.07		.01	-.05
Control	-.05		-.09	-.06

Table 8 (Continued)

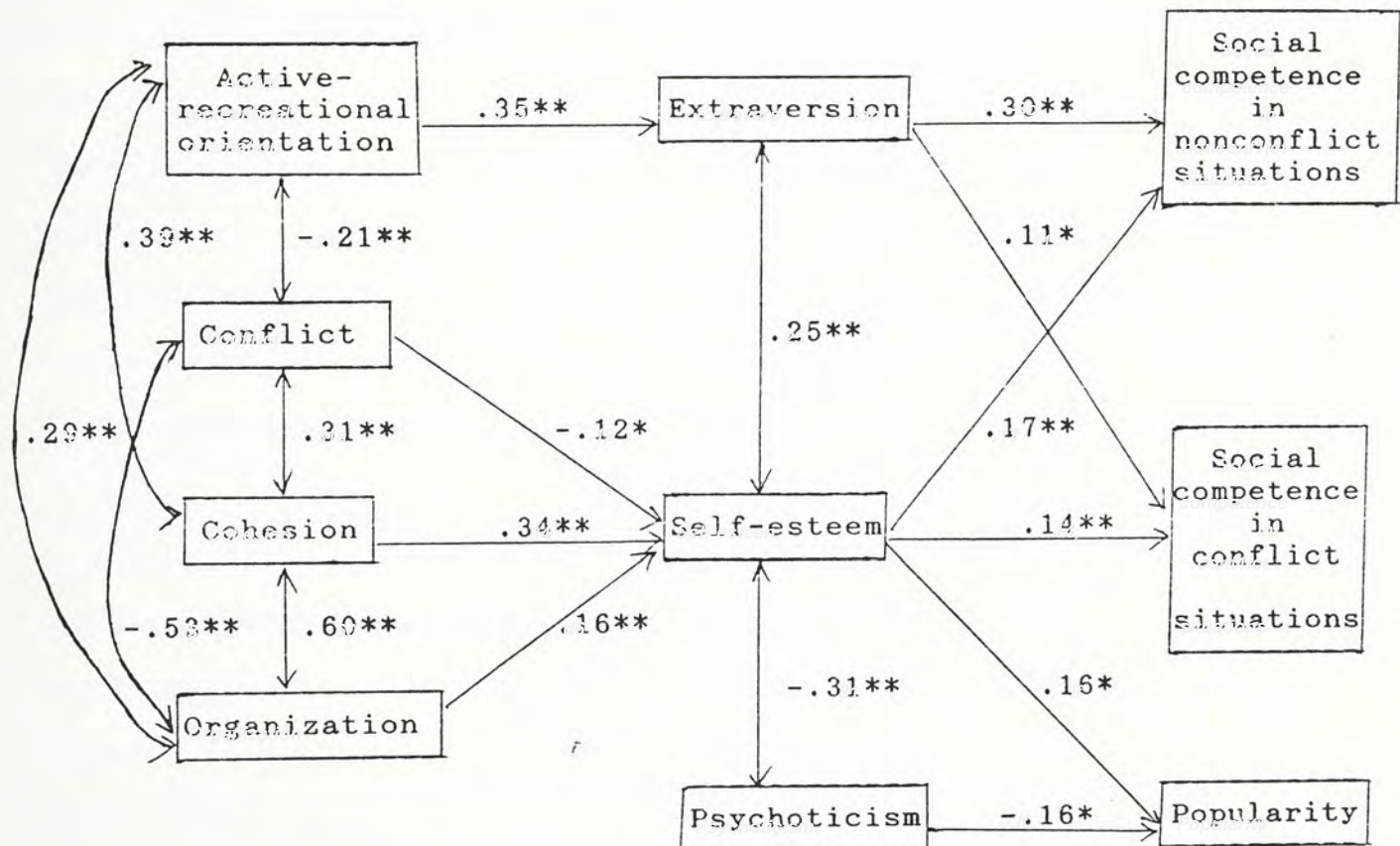
Predictors	Path Coefficients		
	SC	SNC	POP
Personality			
Psychoticism	-.07	-.06	-.24**
Extraversion	.11*	.27**	.01
Neuroticism	-.04	-.01	.10
Lie Scale	-.10	-.02	.10
Self-esteem	.20**	.22**	.26**

Note. SC = social competence in conflict situations; SNC= social competence in nonconflict situations; POP = peers' rating of popularity.

* $p < .01$ ** $p < .001$

Figure 1

A path diagram showing the relationships among family social environment, personality and social competence.



Note. Those paths nonsignificant at $p < .01$ were not shown.

* $p < .01$. ** $p < .001$.

Appendix A

Mean Scores of Measures of Family Social Environment,
Personality and Social Competence.

	Grade 4	Grade 6	Grade 8	Grade 10	Total
<hr/> Family social environment					
Cohesion	.77	.72	.66	.60	.69
Expressiveness	.45	.45	.48	.50	.47
Conflict	.26	.31	.36	.45	.34
Independence	.43	.42	.52	.53	.47
Achievement	.66	.68	.61	.57	.63
Intellectual-cultural orientation	.44	.44	.39	.31	.40
Active-recreational orientation	.48	.45	.39	.41	.43
Moral-religious emphasis	.36	.32	.29	.25	.31
Organization	.76	.68	.65	.55	.67
Control	.49	.45	.37	.32	.41
<hr/> Personality					
Psychoticism	.18	.18	.20	.21	.19
Extraversion	.69	.64	.61	.61	.64
Neuroticism	.50	.47	.51	.55	.51
Lie Scale	.69	.51	.46	.42	.53
Self-esteem	.55	.56	.52	.52	.54
<hr/> Social Competence					
Conflict situations	2.21	2.23	2.32	2.33	2.27
Nonconflict situations	2.79	2.74	2.80	2.84	2.79

Appendix B

Redundancy Analyses Testing the Pattern of
Interrelationship among Family Social Environment
(7 Scales), Personality and Social Competence .

Criterion	Predictor(s)	Redundancy
SO	FES	.07
SO	PER	.14
SO	FES+PER	.16
FES	PER	.21
FES	SO	.03
FES	PER+SO	.21
PER	FES	.20
PER	SO	.02
PER	FES+SO	.22

Note. FES = family social environment; PER= personality; SO = social competence.

Appendix C

Summary of Hierarchical Multiple Regression Predicting Peers' Rating of Popularity, Social Competence in Conflict Situations and Nonconflict Situations from Measures of Family Social Environment (7 Scales) and Personality.

Criterion	Predictors entered	R^2 change
SC	PERs	.08*
	FESSs	.02
SC	FESSs	.03
	PERs	.07**
SNC	PERs	.20**
	FESSs	.02
SNC	FESSs	.10**
	PERs	.12**
POP	PERs	.13**
	FESSs	.05
POP	FESSs	.08
	PERs	.10*

Note. FESSs = measures of family social environment; PERs = measures of personality; SC = social competence in conflict situations; SNC = social competence in nonconflict situations; POP = peers' rating of popularity.

* $p < .01$. ** $p < .001$.

Appendix D

Beta Coefficients of Measures of Family Social Environment
(7 Scales) and Personality in the Regression of Peers'
Rating of Popularity, Social Competence in Conflict
Situations and Nonconflict Situations .

Predictors	Beta Coefficients		
	SC (n=572)	SNC (n=572)	POP (n=192)
Family social environment			
Cohesion	.04	.08	.19
Conflict	.10	.06	.11
Intellectual-cultural orientation	-.01	.03	-.17
Active-recreational orientation	.02	.06	-.04
Moral-religious emphasis	.03	-.00	-.07
Organization	-.06	.01	-.04
Control	-.07	-.10	-.05
Personality			
Psychoticism	-.07	-.06	-.25*
Extraversion	.11*	.27**	.02
Neuroticism	-.03	-.01	.08
Lie scale	-.12	-.04	-.21
Self-esteem	.21**	.22**	.23*

Note. SC= social competence in conflict situations; SNC= social competence in nonconflict situations; POP= peers' rating of popularity.

* $p < .01$. ** $p < .001$.

Appendix E

The Children's Self-Efficiency for Peer Interaction Scale.

1. Some kids want to play a game. Asking them if you can play is _____ for you.
2. Some kids are arguing about how to play a game. telling them the rules is _____ for you.
3. Some kids are teasing your friend. Telling them to stop is _____ for you.
4. You want to start a game. Asking other kids to play the game is _____ for you.
5. A kid tries to take your turn during a game. Telling the kid it's your turn is _____ for you.
6. Some kids are going to lunch. Asking if you can sit with them is _____ for you.
7. A kid cuts in front of you in line. Telling the kid not to cut in is _____ for you.
8. A kid wants to do something that will get you in trouble. Asking the kid to do something else is _____ for you.
9. Some kids are making fun of someone in your classroom. Telling them to stop is _____ for you.
10. Some kids need more people to be on their teams. Asking to be on a team is _____ for you.
11. You have to carry something home after school. Asking another kid to help you is _____ for you.
12. A kid always want to be first when you play a game. Telling

the kid you are going first is _____ for you.

13. Your class is going on a trip and everyone needs a partner.

Asking someone to be your partner is _____ for you.

14. A kid does not like your friend. Telling the kid to be nice to your friend is _____ for you.

15. Some kids are deciding what game to play. Telling them about a game you like is _____ for you.

16. You are having fun playing a game but the other kids want to stop. Asking them to finish playing is _____ for you.

17. You are working on a project. Asking another kid to help is _____ for you.

18. Some kids are using your play area. Asking them to move is _____ for you.

19. Some kids are deciding what to do after school. Telling them what you want to do is _____ for you.

20. A group of kids want to play a game that you don't like. Asking them to play a game you like is _____ for you.

21. Some kids are planning a party. Asking them to invite your friend is _____ for you.

22. A kid is yelling at you. Telling the kid to stop is _____ for you.

Appendix F

Family Environment Scale.

1. Family members really help and support one another.
2. Family members often keep their feelings to themselves.
3. We fight a lot in our family.
4. We don't do things on our own very often in our family.
5. We feel it is important to be the best at whatever you do.
6. We often talk about political and social problems.
7. We spend most weekends and evenings at home.
8. Family members attend church, synagogue, or Sunday School fairly often.
9. Activities in our family are pretty carefully planned.
10. Family members are rarely ordered around.
11. We often seem to be killing time at home.
12. We say anything we want to around home.
13. Family members rarely become openly angry.
14. In our family, we are strongly encouraged to be independent.
15. Getting ahead in life is very important in our family.
16. We rarely go to lectures, plays or concerts.
17. Friends often come over for dinner or to visit.
18. We don't say prayers in our family.
19. We are generally very neat and orderly.
20. There are very few rules to follow in our family.
21. We put a lot of energy into what we do at home.
22. It's hard to "blow off steam" at home without upsetting somebody.
23. Family members sometimes get so angry they throw things.
24. We think things out for ourselves in our family.
25. How much money a person makes is not very important to us.
26. Learning about new and different things is very important in our family.
27. Nobody in our family is active in sports, Little League, bowling, etc.
28. We often talk about the religious meaning of Christmas, Passover, or other holidays.
29. It's often hard to find things when you need them in our household.
30. There is one family member who makes most of the decisions.
31. There is a feeling of togetherness in our family.
32. We tell each other about our personal problems.
33. Family members hardly ever lose their tempers.
34. We come and go as we want to in our family.
35. We believe in competition and "may the best man win."

Appendix F (Continued)

36. We are not that interested in cultural activities.
37. We often go to movies, sports events, camping, etc.
38. We don't believe in heaven or hell.
39. Being on time is very important in our family.
40. There are set ways of doing things at home.
41. We rarely volunteer when something has to be done at home.
42. If we feel like doing something on the spur of the moment we often just pick up and go.
43. Family members often criticize each other.
44. There is very little privacy in our family.
45. We always strive to do things just a little better the next time.
46. We rarely have intellectual discussions.
47. Everyone in our family has a hobby or two.
48. Family members have strict ideas about what is right and wrong.
49. People change their minds often in our family.
50. There is a strong emphasis on following rules in our family.
51. Family members really back each other up.
52. Someone usually gets upset if you complain in our family.
53. Family members sometimes hit each other.
54. Family members almost always rely on themselves when a problem comes up.
55. Family members rarely worry about job promotions, school grades, etc.
56. Someone in our family plays a musical instrument.
57. Family members are not very involved in recreational activities outside work or school.
58. We believe there are some things you just have to take on faith.
59. Family members make sure their rooms are neat.
60. Everyone has an equal say in family decisions.
61. There is very little group spirit in our family.
62. Money and paying bills is openly talked about in our family.
63. If there's a disagreement in our family, we try hard to smooth things over and keep the peace.
64. Family members strongly encourage each other to stand up for their rights.
65. In our family, we don't try that hard to succeed.
66. Family members often go to the library.
67. Family members sometimes attend courses or take lessons for some hobby or interest (outside of school).

Appendix F (Continued)

68. In our family each person has different ideas about what is right and wrong.
69. Each person's duties are clearly defined in our family.
70. We can do whatever we want to in our family.
71. We really get along well with each other.
72. We are usually careful about what we say to each other.
73. Family members often try to one-up or out-do each other.
74. It's hard to be by yourself without hurting someone's feelings in our household.
75. "Work before play" is the rule in our family.
76. Watching T.V. is more important than reading in our family.
77. Family members go out a lot.
78. The Bible is a very important book in our home.
79. Money is not handled very carefully in our family.
80. Rules are pretty inflexible in our household.
81. There is plenty of time and attention for everyone in our family.
82. There are a lot of spontaneous discussions in our family.
83. In our family, we believe you don't ever get anywhere by raising your voice.
84. We are not really encouraged to speak up for ourselves in our family.
85. Family members are often compared with others as to how well they are doing at work or school.
86. Family members really like music, art and literature.
87. Our main form of entertainment is watching T.V. or listening to the radio.
88. Family members believe that if you sin you will be punished.
89. Dishes are usually done immediately after eating.
90. You can't get away with much in our family.

Appendix G

Eysenck Personality Questionnaire (Junior Form).

1	Do you like plenty of excitement going on around you?.....	YES	NO
2	Are you moody?	YES	NO
3	Do you enjoy hurting people you like?	YES	NO
4	Were you ever greedy by helping yourself to more than your share of anything?.....	YES	NO
5	Do you nearly always have a quick answer when people talk to you?	YES	NO
6	Do you very easily feel bored?.....	YES	NO
7	Would you enjoy practical jokes that could sometimes really hurt people?	YES	NO
8	Do you always do as you are told at once?	YES	NO
9	Would you rather be alone instead of meeting other children?.....	YES	NO
10	Do ideas run through your head so that you cannot sleep?.....	YES	NO
11	Have you ever broken any rules at school?.....	YES	NO
12	Would you like other children to be afraid of you?.....	YES	NO
13	Are you rather lively?	YES	NO
14	Do lots of things annoy you?.....	YES	NO
15	Would you enjoy cutting up animals in Science class?	YES	NO
16	Did you ever take anything (even a pin or button) that belonged to someone else?.....	YES	NO
17	Have you got lots of friends?	YES	NO
18	Do you ever feel "just miserable" for no good reason?	YES	NO
19	Do you sometimes like teasing animals?.....	YES	NO
20	Did you ever pretend you did not hear when someone was calling you?	YES	NO
21	Would you like to explore an old haunted castle?.....	YES	NO
22	Do you often feel life is very dull?.....	YES	NO
23	Do you seem to get into more quarrels and scraps than most children?.....	YES	NO
24	Do you always finish your homework before you play?.....	YES	NO
25	Do you like doing things where you have to act quickly?.....	YES	NO
26	Do you worry about awful things that might happen?.....	YES	NO
27	When you hear children using bad language do you try to stop them?.....	YES	NO

Appendix G (Continued)

- | | | | |
|----|---|-----|---|
| 28 | Can you get a party going? | YES | N |
| 29 | Are you easily hurt when people find things wrong with you or the work you do? .. | YES | N |
| 30 | Would it upset you a lot to see a dog that has just been run over? | YES | N |
| 31 | Do you always say you are sorry when you have been rude? | YES | N |
| 32 | Is there someone who is trying to get their own back for what they think you did to them? | YES | N |
| 33 | Do you think water ski-ing would be fun? | YES | N |
| 34 | Do you often feel tired for no reason? | YES | N |
| 35 | Do you rather enjoy teasing other children? | YES | N |
| 36 | Are you always quiet when older people are talking? | YES | N |
| 37 | When you make new friends do you usually make the first move? | YES | N |
| 38 | Are you touchy about some things? | YES | N |
| 39 | Do you seem to get into a lot of fights? | YES | N |
| 40 | Have you ever said anything bad or nasty about anyone? | YES | N |
| 41 | Do you like telling jokes or funny stories to your friends? | YES | N |
| 42 | Are you in more trouble at school than most children? | YES | N |
| 43 | Do you generally pick up papers and rubbish others throw on the classroom floor? | YES | N |
| 44 | Have you many different hobbies and interests? | YES | N |
| 45 | Are your feelings rather easily hurt? | YES | N |
| 46 | Do you like playing pranks on others? | YES | N |
| 47 | Do you always wash before a meal? | YES | N |
| 48 | Would you rather sit and watch than play at parties? | YES | N |
| 49 | Do you often feel "fed-up"? | YES | N |
| 50 | Is it sometimes rather fun to watch a gang tease or bully a small child? | YES | N |
| 51 | Are you always quiet in class, even when the teacher is out of the room? | YES | N |
| 52 | Do you like doing things that are a bit frightening? | YES | N |
| 53 | Do you sometimes get so restless that you cannot sit still in a chair for long? | YES | N |

Appendix G (Continued)

54	Would you like to go to the moon on your own?.....	YES	NO
55	At prayers or assembly, do you always sing when the others are singing?.....	YES	NO
56	Do you like mixing with other children?.....	YES	NO
57	Are your parents far too strict with you?.....	YES	NO
58	Would you like parachute jumping?.....	YES	NO
59	Do you worry for a long while if you feel you have made a fool of yourself?.....	YES	NO
60	Do you always eat everything you are given at meals?.....	YES	NO
61	Can you let yourself go and enjoy yourself a lot at a lively party?.....	YES	NO
62	Do you sometimes feel life is just not worth living?.....	YES	NO
63	Would you feel very sorry for an animal caught in a trap?.....	YES	NO
64	Have you ever been cheeky to your parents?.....	YES	NO
65	Do you often make up your mind to do things suddenly?.....	YES	NO
66	Does your mind often wander off when you are doing some work?.....	YES	NO
67	Do you enjoy diving or jumping into the sea or a pool?.....	YES	NO
68	Do you find it hard to get to sleep at night because you are worrying about things?	YES	NO
69	Did you ever write or scribble in a school or library book?.....	YES	NO
70	Do other people think of you as being very lively?.....	YES	NO
71	Do you often feel lonely?.....	YES	NO
72	Are you always specially careful with other people's things?.....	YES	NO
73	Do you always share all the sweets you have?.....	YES	NO
74	Do you like going out a lot?.....	YES	NO
75	Have you ever cheated at a game?.....	YES	NO
76	Do you find it hard to really enjoy yourself at a lively party?.....	YES	NO
77	Do you sometimes feel specially cheerful and at other times sad without any good reason?.....	YES	NO
78	Do you throw waste paper on the floor when there is no waste paper basket handy?.....	YES	NO
79	Would you call yourself happy-go-lucky?.....	YES	NO
80	Do you often need kind friends to cheer you up?.....	YES	NO
81	Would you like to drive or ride on a fast motor bike?.....	YES	NO

Appendix H

Coopersmith Self-esteem Inventory (Short Form).

1. I often wish I were someone else.
2. I find it very hard to talk in front of a group.
3. There are lots of things about myself I'd change if I could.
4. I can make up my mind without too much trouble.
5. I'm a lot of fun to be with.
6. I get upset easily at home.
7. It takes me a long time to get used to anything new.
8. I'm popular with people of my own age.
9. My family expect too much of me.
10. My family usually considers my feelings.
11. I give in very easily.
12. It's pretty tough to be me.
13. Things are all mixed up in my life.
14. Other people usually follow my ideas.
15. I have a low opinion of myself.
16. There are many times when I'd like to leave home.
17. I often feel upset about the work that I do.
18. I'm not as nice looking as most people.
19. If I have something to say, I usually say it.
20. My family understand me.
21. Most people are better liked than I am.
22. I usually feel as if my family is pushing me.
23. I often get discouraged at what I am doing.
24. Things usually don't bother me.
25. I can't be depended on.

Appendix I

The Children's Self-Efficiency for Peer Interaction Scale

(Chinese Version).

- | | 很
容
易 | 容
易 | 困
難 | 很
困
難 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 有些人在玩耍。要加入他們是——— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 有些人在爭論遊戲規則。要告訴他們正確的規則——— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 有些人在取笑你的朋友。要制止他們是—— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 你想玩一個遊戲。邀請其他人參加是—— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 本來輪到你玩一個遊戲，但有人佔了你的位置。告訴他現在輪到你玩是——— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 有些人現在去吃飯。要和他們一起去是—— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 有人在你排隊時「打尖」。要求他不要「打尖」是——— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 有人在做一些令你麻煩的事。告訴他不要這樣做是——— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 有人在戲弄你的同學。要制止他們是—— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 有些人要組織隊伍。要加入他們是——— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 你放學後要拿一些東西回家。請求別人幫助是——— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 有人每次玩遊戲時都要先玩。告訴他你想先玩是——— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 全班同學去旅行，每兩人一組。邀請人和你一組是——— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 有人不喜歡你的朋友。要求他對你的朋友友善是——— <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix I (Continued)

	很 容 易	容 易	困 難	很 困 難
15 有人在決定玩什麼遊戲。提議玩一個你喜 歡的遊戲是——— <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 你玩得很開心但其他人不想再玩這個遊戲。 要求他們繼續玩是——— <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 你在做一項工作。請求別人幫助是——— <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 有人霸佔了你玩耍的地方。叫他離開是—— <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 有些人商量放學後做什麼。告訴他們你的 想法是——— <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 有些人要玩一個你不喜歡的遊戲。要求他 們玩一個你想玩的遊戲是——— <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 有人要開一個生日會。要求他請你的朋友 參加是——— <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 有人在罵你。要制止他是——— <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix J

Family Environment Scale (Chinese Version).

	是	否
1. 家人真心互相幫助和支持。.....	<input type="checkbox"/>	<input type="checkbox"/>
2. 家人常隱藏他們的感受。.....	<input type="checkbox"/>	<input type="checkbox"/>
3. 我們在家裏常有爭執。.....	<input type="checkbox"/>	<input type="checkbox"/>
4. 我們在家裏不常獨斷獨行。.....	<input type="checkbox"/>	<input type="checkbox"/>
5. 我們覺得無論做甚麼，務必做到最好為止。.....	<input type="checkbox"/>	<input type="checkbox"/>
6. 我們常常談論政治和社會問題。.....	<input type="checkbox"/>	<input type="checkbox"/>
7. 我們通常在家中共渡晚上和週末。.....	<input type="checkbox"/>	<input type="checkbox"/>
8. 家人頗常返教會，聖堂，或參加主日學。.....	<input type="checkbox"/>	<input type="checkbox"/>
9. 我們家裏的活動都經過細心的策劃。.....	<input type="checkbox"/>	<input type="checkbox"/>
10. 家人很少被命令到團團轉。.....	<input type="checkbox"/>	<input type="checkbox"/>
11. 在家裏，我們常無聊地浪費時間。.....	<input type="checkbox"/>	<input type="checkbox"/>
12. 在家裏，我們能暢所欲言。.....	<input type="checkbox"/>	<input type="checkbox"/>
13. 家人甚少將怒氣發作出來。.....	<input type="checkbox"/>	<input type="checkbox"/>
14. 家人互相鼓勵，要有獨立自主的精神。.....	<input type="checkbox"/>	<input type="checkbox"/>
15. 我家很重視力爭上游的人生觀。.....	<input type="checkbox"/>	<input type="checkbox"/>
16. 我們甚少去聽演講，看戲劇或觀賞音樂會。.....	<input type="checkbox"/>	<input type="checkbox"/>
17. 朋友們經常到訪或與我們家人共進晚餐。.....	<input type="checkbox"/>	<input type="checkbox"/>
18. 我們家人沒有祈禱的習慣。.....	<input type="checkbox"/>	<input type="checkbox"/>
19. 通常我們的生活都很有規律。.....	<input type="checkbox"/>	<input type="checkbox"/>
20. 我們甚少家規。.....	<input type="checkbox"/>	<input type="checkbox"/>
21. 我們在家裏無論做甚麼，都盡力而為。.....	<input type="checkbox"/>	<input type="checkbox"/>
22. 在家裏發脾氣而不激怒家人，真是一件難事。.....	<input type="checkbox"/>	<input type="checkbox"/>
23. 家人有時憤怒至亂擺東西。.....	<input type="checkbox"/>	<input type="checkbox"/>
24. 我們家人都有獨立的思想。.....	<input type="checkbox"/>	<input type="checkbox"/>
25. 賺錢多與少，對我們並不十分重要。.....	<input type="checkbox"/>	<input type="checkbox"/>

Appendix J (Continued)

26. 我們家人重視認識各種新興事物。.....☐ ☐
27. 我家中沒有人熱衷於田徑，足球，保齡球等運動。.....☐ ☐
28. 我們常常談論聖誕節、復活節或其他節日的宗教意義。.....☐ ☐
29. 在我們家裏，當你需要某些東西時，通常都很難找出來。.....☐ ☐
30. 在我們家裏，有一個人主策各種決議。.....☐ ☐
31. 我們家人一團和氣。.....☐ ☐
32. 我們彼此互訴個人問題。.....☐ ☐
33. 家人甚少發脾氣。.....☐ ☐
34. 在家裏，我們出入自由。.....☐ ☐
35. 我們相信競爭和優勝劣敗之說。.....☐ ☐
36. 我們對文化活動不大感興趣。.....☐ ☐
37. 我們經常看電影，球賽和參加露營等。.....☐ ☐
38. 我們不信有來生。.....☐ ☐
39. 我們家人重視守時。.....☐ ☐
40. 在家裏事事有規有矩。.....☐ ☐
41. 家裏有事要辦時，我們極少自告奮勇去做。.....☐ ☐
42. 每每興之所至，我們馬上就去做。.....☐ ☐
43. 家人經常互相批評。.....☐ ☐
44. 在我們家裏，很難享有個人私生活，不被別人干擾。.....☐ ☐
45. 我們常常竭力做事，以期每次都有所改進。.....☐ ☐
46. 我們極少有學術的討論。.....☐ ☐
47. 每個家人都有一兩種嗜好。.....☐ ☐
48. 家人對是非黑白分得很清楚。.....☐ ☐
49. 家人常常改變主意。.....☐ ☐
50. 在我們家裏，人人要嚴守紀律。.....☐ ☐

Appendix J (Continued)

- | | | |
|-------------------------------------|--------------------------|--------------------------|
| 5 1. 家人真心互相支持。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 2. 若你在我們家裏發怨言，家人中總會有人自感不安。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 3. 家人有時互相打鬥。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 4. 家人幾乎常常獨力應付問題。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 5. 家人極少憂慮升職或學業成績等事情。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 6. 我們家裏有人能演奏樂器。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 7. 在課餘或工作後，家人很少參加康樂體育活動。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 8. 我們相信有些事情要單憑信心去接受。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 9. 家人注重房間的整齊。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 0. 對於家庭決策，每個人都有發言權。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 1. 在我們家裏，很少團結精神。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 2. 我們家人通常公開討論金錢和付賬問題。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 3. 假若家人有意見不合，我們會設法互相遷就，以求和洽。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 4. 家人非常鼓勵爭取自己個人應得的權利。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 5. 我們家人做事，並不是非到成功不罷休。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 6. 家人常去圖書館。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 7. 家人有時爲了興趣或嗜好，修讀一些課外科目。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 8. 在我們家裏，每個人對是非黑白，均有不同的看法。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 9. 在我們家裏，每個人的職責，均有清楚的界定。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 0. 在家裏，我們可以隨意做想做的事情。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 1. 我們很能和洽相處。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 2. 我們通常都彼此慎言，避免開罪對方。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 3. 在家中，每個人都希望在各方面均勝對方一籌。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 4. 欲堅持己見而不傷家人的心，在我家甚是困難的事。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 5. 「先工作，後娛樂」是我們的家規。..... | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix J (Continued)

- | | | |
|---------------------------|--------------------------|--------------------------|
| 76. 在我們家裏，看電視比看書還要緊。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 77. 家人經常作戶外活動。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 78. 聖經是我們家裏一本十分重要的書。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 79. 我們一家對金錢的運用並不太在意。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 80. 我們的家規相當嚴謹。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 81. 在我們家裏，每個人都享有足夠的閒暇和關懷。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 82. 在我們家裏，有甚多的即興討論。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 83. 我們相信單靠大聲，是不能說服任何人的。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 84. 在家裏，我們不鼓勵自我辯護。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 85. 家人常常拿各人的學業成績或工作表現來比較。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 86. 家人十分愛好音樂，美術和文學。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 87. 我們的主要娛樂方式是看電視或聽廣播。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 88. 家人相信犯罪就要受刑罰。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 89. 通常進餐之後，我們馬上便收拾和洗滌食具。 | <input type="checkbox"/> | <input type="checkbox"/> |
| 90. 在家中，有很多事物是我們不能擺脫的。 | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix K

Eysenck Personality Questionnaire, Junior Form (Chinese Version).

- | | 是 | 否 |
|---|--------------------------|--------------------------|
| (1) 你是否喜歡在你週圍有很多刺激的事情發生？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (2) 你是否心情變化不定？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (3) 你對於傷害你喜歡的人是否覺得快樂？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (4) 你是否曾經貪心地拿取多過你應得的任何東西？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (5) 當別人與你談話時，你是否幾乎有一個立刻的答案？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (6) 你是否非常容易感覺厭煩？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (7) 對於有時會真正傷害別人的惡作劇，你是否會樂於開玩笑？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (8) 你是否時常立即依照別人的吩咐去做？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (9) 你是否寧願孤單也不願去和別的兒童交朋友？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (10) 你是否時常胡思亂想以致你不能入睡？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (11) 你是否曾經破壞過任何校規？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (12) 你是否喜歡別的兒童害怕你？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (13) 你是否相當活潑？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (14) 是否有很多事情煩擾你？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (15) 在科學課裏解剖動物時，你是否覺得是一種享受？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (16) 你是否曾經拿取屬於別人的任何東西（甚至一口針或一粒鈕）？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (17) 你是否有很多朋友？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (18) 你是否曾經無緣無故地覺得「真是慘」？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (19) 你是否有時喜歡愚弄動物？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (20) 當別人呼喚你時，你是否曾經假裝聽不到？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (21) 你是否會喜歡去一座古老鬼堡探險？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (22) 你是否時常覺得生命非常苦悶？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (23) 你是否似乎比大部份兒童較多爭吵與打架？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (24) 你是否一定做完家課才去玩耍？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (25) 你是否喜歡需要你急速去做的事情？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (26) 你是否擔心一些可怕的事情會發生？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (27) 當你聽到兒童說粗言穢語時，你是否嘗試去阻止他們？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (28) 你是否能令一個宴會進行順利？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (29) 當他人找出你的錯處或你的工作有錯誤時，你是否容易感到不安？..... | <input type="checkbox"/> | <input type="checkbox"/> |
| (30) 當你見到一隻狗被汽車輾過時，你是否覺得非常不安？..... | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix K (Continued)

- (31) 當你曾對他人粗言無禮，你是否會說對不起？ ☐ ☐
- (32) 是否有人認為你會開罪他們而要向作報復？ ☐ ☐
- (33) 你是否認為潛水是有興趣的？ ☐ ☐
- (34) 你是否時常無緣無故地覺得疲倦？ ☐ ☐
- (35) 你是否認為取笑他人令你覺得快樂？ ☐ ☐
- (36) 當年長的人談話時，你是否時常肅靜？ ☐ ☐
- (37) 你是否通常採取主動態度去結交新朋友？ ☐ ☐
- (38) 你對某些事情是否容易發怒？ ☐ ☐
- (39) 你是否似乎養成打架的習慣？ ☐ ☐
- (40) 你曾否說過任何人的壞話？ ☐ ☐
- (41) 你是否喜歡對朋友說笑或講有趣的故事？ ☐ ☐
- (42) 在學校裏你是否比大多數的兒童有更多的麻煩？ ☐ ☐
- (43) 你是否通常拾起別人在課室裡所拋擲的紙屑和廢物？ ☐ ☐
- (44) 你是否有很多不同的嗜好和興趣？ ☐ ☐
- (45) 你的情緒是否頗容易受傷害？ ☐ ☐
- (46) 你是否喜歡戲弄別人？ ☐ ☐
- (47) 你是否於進食前必定洗手？ ☐ ☐
- (48) 你是否在宴會裡寧靜地坐下和觀看週圍事物及不去參加活動？ ☐ ☐
- (49) 你是否常常覺得煩悶？ ☐ ☐
- (50) 你是否有時對觀看一幫人取笑或恐嚇一個小孩覺得相當有趣？ ☐ ☐
- (51) 即使當教師離開了課室，你是否仍然保持寧靜？ ☐ ☐
- (52) 你是否喜歡做一些有恐怖性質的事情？ ☐ ☐
- (53) 你是否有時不能長時間和安靜地坐在椅上？ ☐ ☐
- (54) 你是否喜歡單獨地去月球？ ☐ ☐
- (55)* 在祈禱或集會中，當別人歌唱時，你是否必定同唱？ ☐ ☐
- (56) 你是否喜歡與其他兒童混合在一起？ ☐ ☐
- (57) 你的父母對你是否過份嚴厲？ ☐ ☐
- (58) 你是否喜歡跳降落傘？ ☐ ☐
- (59) 如果你覺得你曾經作了傻事，你是否很久都感覺不安？ ☐ ☐
- (60) 在進膳時，你是否必定吃別人給你的每樣食物？ ☐ ☐
- (61) 在一個愉快的宴會，你是否能夠盡情享受？ ☐ ☐
- (62) 你是否有時覺得活在世上是沒有意義的？ ☐ ☐
- (63) 你是否會對一隻跌落陷阱的動物覺得非常難過？ ☐ ☐
- (64) 你是否曾經對你的父母無禮？ ☐ ☐

Appendix K (Continued)

- (65) 你是否時常突然決定去做一些事情？ ☐ ☐
- (66) 當你做事時，你是否思想不集中？ ☐ ☐
- (67) 在海裏或池塘中潛水或跳水，你是否感覺是一種享受？ ☐ ☐
- (68) 因為你對事情有太多憂慮，在晚上是否難以入睡？ ☐ ☐
- (69) 你會否在學校或圖書館的書籍上塗寫？ ☐ ☐
- (70) 他人是否認為你是非常活潑？ ☐ ☐
- (71) 你是否時常覺得孤單？ ☐ ☐
- (72) 對別人的東西你是否時常特別小心？ ☐ ☐
- (73) 你是否時常將你所有的糖果與別人分享？ ☐ ☐
- (74) 你是否喜歡時常外出？ ☐ ☐
- (75) 你會否在遊戲時欺騙別人？ ☐ ☐
- (76) 在一個愉快的宴會上你是否覺得很難盡情享受？ ☐ ☐
- (77) 你是否有時覺得特別愉快，有時又無緣無故地覺得憂愁？ ☐ ☐
- (78) 當沒有廢紙籃在附近時，你是否會將廢紙拋在地上？ ☐ ☐
- (79) 你會否認為你自己是個聽天由命的人？ ☐ ☐
- (80) 你是否時常需要親密的朋友去令你高興？ ☐ ☐
- (81) 你會否喜歡駕駛或乘坐一部開得很快的電單車？ ☐ ☐

Appendix L

Coopersmith Self-esteem Inventory (Chinese Version).

- | | 是 | 否 |
|-----------------------------|--------------------------|--------------------------|
| 1. 我常常希望自己是另外一個人。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. 在面對一群人時，我總難以暢所欲言。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. 如可能的話，我會盡量在多方面自我改進。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 對我來說，下決心不是一件太難的事。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 別人樂於和我在一起。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 在家中，我容易感到不快樂。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. 我需要相當長時間，才能適應新事物。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. 在同輩中，我很受注目。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. 我的家人對我期望太高。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. 我的感受，通常都被人重視和關注。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. 對人對事，我很易讓步和妥協。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. 做我是頗不容易的（我的日子不好過）。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. 我對生活茫無頭緒。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. 他人常常附和我的主意。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. 我對自己缺乏信心。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. 我曾多次想離開家庭，去獨立生活。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. 工作常常困擾着我。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. 我的相貌，不如一般人的好看。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. 心中有事，我多半會說出來。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. 我的家人了解我。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. 我不如普通人的受別人喜愛。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. 我常感覺到家庭的壓力。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. 對於工作，我常感氣餒，難堅持到底。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. 外間事物，通常不會令我感到煩惱。..... | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. 我是不可依靠的人。..... | <input type="checkbox"/> | <input type="checkbox"/> |

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